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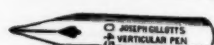
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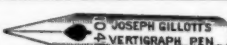
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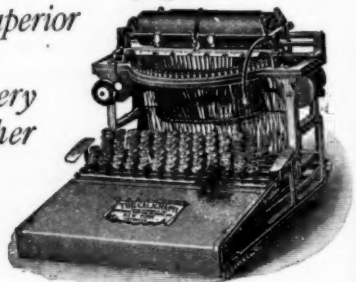
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A Weekly Journal of Education.

Vol. LIII.

For the Week Ending November 14.

No. 18

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

The Outside Influence.

The teacher enters his school-room to find a company of boys and girls apparently ready to be molded to his will. They appear to be ready to be influenced to choose right courses of conduct; they appear to have been influenced to act according to settled principles. He dismisses them at night often in the full belief that he has accomplished something that very day that will make them proof against temptation, active in ethical ways, and only needing more of his teaching to bring them to a full manhood of earnest endeavor.

But he has an outside influence to contend with that is mightier than he. The water between New York and Brooklyn seems peaceful and harmless, but the ferry-boat that launches into it feels a mighty current that grasps it as with giant arms; and though it combats the water's force with intense effort it is often swayed far out of its intended course. And so the pupil who leaves the class-room for the street or the home encounters influences that set at naught the teachings of the day.

In the early days of this country the pupil found in the home or the street the same urgent pressure towards a virtuous life that he experienced in the school-room; but a momentous change has taken place and the teacher now feels very doubtful as to his influence over the lives of his pupils. A gradual deterioration in public morals has been going on for a quarter of a century; though all that time the expenditure for public schools has increased, fine buildings have been erected, and a more philosophical course of procedure is pursued; yet from various causes the pupil is met on the outside of the school-room by adverse influences that nullify what has been done for him within its walls.

At the meeting of the National Educational Association, at Buffalo, last summer, it was noticeable that little knots of men and women would be found in parlors of hotels, and the topic of conversation would not be what had been said in an address but the disorganized and unbalanced public sentiment. One lady told of hearing several of her young women pupils debating whether it were not better to commit suicide than constantly to be made to do disagreeable things. A gentleman who had been long in the field declared that the antagonism to the influence of the school-room often kept him from sleeping at night.

The papers of this city lately contained an account of a girl fifteen years of age who, not allowed to go back to her boarding school but instead kept at home to work, undertook to commit suicide. The Indiana papers contained an account of an eleven-year-old girl

of Anderson, who, upon being rebuked for truancy, bought a box of rat-poison and swallowed it.

There have been thoughtless people who charge this attitude of youth towards morality upon the schools; but these girls got their notions of suicide from newspapers or from their companions. It is the universal testimony of those who have looked into the work of the school-room of the past twenty-five years that it is far higher in character, that it reaches deeper, or is calculated to reach deeper, into the life of the pupil than ever before. The fault assuredly is not with the teachers. This period might be called the normal school period, so rapidly has this class of schools been developed; so that the kind of teaching is of a more professional character; and this again proves that the influences inside of the school-room have increased in power and adaptation.

The outside influence has come at last to be an opposing factor of threatening magnitude. There are few groups of teachers in the cities that do not refer to it; they speak of it as something in the air. Boards of education refer to it. The interest in schools they see is unabated, but they see an unwillingness in the older classes to yield to the restraints that must be imposed. The college faculties are not wholly agreed on declaring there is a disorganized public sentiment; they admit that the football game has introduced experiences that are decidedly opposed to the welfare of the students.

This is not the place to discuss the causes of the demoralization. We must recognize the existence of what will be a fatal disease if not checked and apply all energies to get on a healthful basis. The teacher ought to be a religious man and to do all he can to promote religion among the community. The community, it will be plainly seen from what is said, needs his influence; he must do more than his work in the school-room. As the Christian ministers have felt it necessary to form Endeavor and Epworth societies, so the teacher must go out into his community, form associations, and construct rightly and solidly this disorganized public sentiment.

Why Educators Should Understand Gardening.

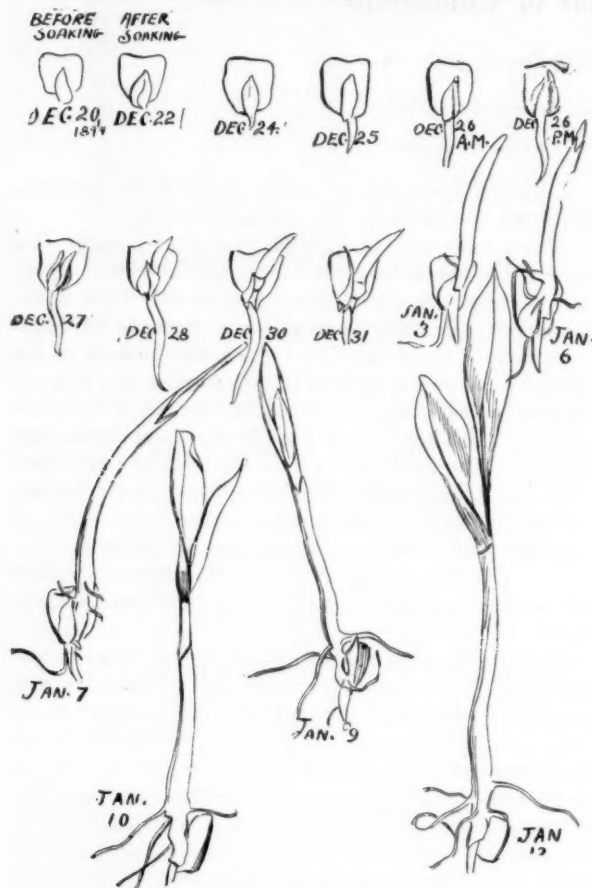
By S. MILLINGTON MILLER, M.D.

The illustrations which accompany this article represent the growth of a pea-seed in garden soil in three weeks; and the growth of a brain-cell in the rind of the brain in the same period of time.

The sketches of the generative changes in the pea-seed were made by one of the pupils in the Philadelphia normal school, of which Dr. George Cliff is principal. The growth of the brain-cell is from the investigations of S. Ramon y Cajal, of Madrid.

You will notice that the first excrescence from the

seed of the pea is its root, which grows daily, until another bud springs from the same seed which mounts upward through the soil and which after bursting through the surface of the ground, bourgeons out into the trunk



GROWTH OF A PEA SEED IN THREE WEEKS.

After a sketch made by pupil in Philadelphia Normal School.

of the pea plant. Finally branches, and supremely, blossoms and fruit (peas), grow out of the same stem or trunk.

All of this growth was not in the pea-seed except potentially. So soon as the tendrils of the root spread widely through the fertilized soil their pores act as mouths which devour the salts and plant nourishing constituents of the earth. These are properly assimilated by the digestive apparatus of the plant and issue therefrom as sap which, like the blood of a man, bears in its upward stream all the essentials for the plant's increase in size.

Thus when the soil is rich and highly fertilized the constituents of the sap are so potential that the plant grows large and sturdy and bears flowers and fruit of extraordinary size and beauty. On the other hand, when the horticultural qualities of the ground are poor, the plants which it nourishes are stunted and dwarfed.

The original pea-seed under the ground does not lose its identity for a long time. If you pull a pea-plant up by the roots at a very late period in its growth you will very often find the seed perhaps, as a mere husk, still attached to this root.

But it is not only the roots which make blooming and productive life possible for the pea-plant. It needs the oxygen and the hydrogen of the air, and it demands the light of the sun. If you planted a pea-seed in a pot and waited until the stalk appeared through the earth and

then placed the pot in a glass receiver and exhausted the air in the receiver the plant would stop growing.

So too, would the plant become blanched and sickly and ill-nurtured if it were placed in a dark cellar where no light reached it.

And thus it becomes manifest that a pea-plant is even more dependent upon the life which it draws from the sun and air than upon that which rises in its sap out of the earth. We have all at times found some plant or vegetable which was enjoying a comparatively vigorous existence when rooted in very barren ground. In fact plenty of rain and mellow suns and ozone-laden air work in themselves alone wonders in plant feeding.

Some plants, such as the potato and radish, and turnip and beet and peanut bear their fruit under the earth. And the size and eatable qualities of this underground fruit are just as dependent upon proper sun and rain and air supply as is the overground fruit of the pea and apple and grape.

S. Ramon y Cajal, of Madrid, has sketched the same three weeks' growth-history of the brain-cell that the pupil at the normal school has for the pea-seed. An illustration from his great work on the "Growth of Brain-Cells" is reproduced in this article. In this illustration "a" shows the round embryonic baby-cell, and "D" the fully grown, rooted, and trunked adult-cell. b, c, d, e, A, B, C indicate intervening periods of growth.

Just like the pea-seed the brain cell generates first rootwards. First puts forth its "neuron" which is the Greek for root and afterwards its "dendron" which is the Greek for trunk.

A brain-cell is eminently like a pea seed—a bag of possibilities in a vegetative way. It has a "cell-wall" corresponding with the husk or shell of a pea, and cell-contents. And in these cell contents lies a "nucleus" or germinal spot. This germinal spot begins to draw growing qualities from the cell-contents primarily and so soon as it bursts its cell-wall it draws nourishment from the soil.

The baby-cell is born into brain-soil by a process described primarily by Weissman, a German physiologist, which is now well nigh universally accepted by the fraternity, but which is too complicated for the general reader to understand.

The baby-cell finds in brain soil all the nourishing constituents of growth which the pea-seed finds in garden soil. The minute arterioles (small arteries) ramify all round its tiny roots, and these roots draw nutriment from the blood and so the trunk springs up and the branches ramify and the baby has grown to full manhood.

But like the potato plant the cell-body remains under ground and all the powers of roots and branches are expended in fostering the life and growth of the tuber, cell, or seed.

Growth in the potato is a result of the assimilation of influences partly from its roots, but mainly from its trunk and branches. Growth in the brain-cell is just the same.

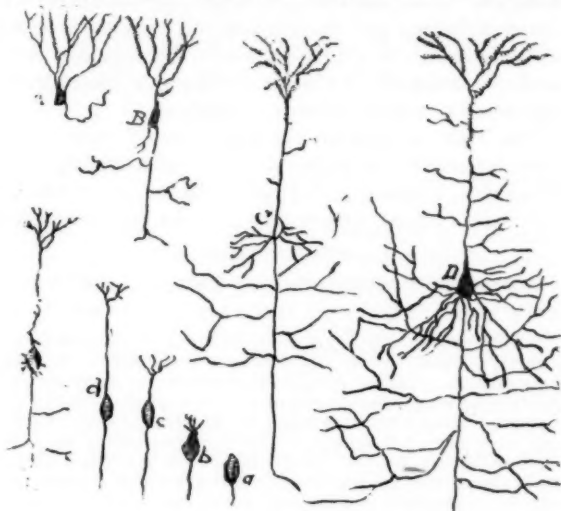
The sunlight and air stimulate the growth of the potato. This stimulation is partly chemical and partly electric. The brain-cell is mainly developed by chemical and electric stimulus received through its trunk. Without this stimulus it never develops into an adult brain-cell no matter how rich and loamy its brain-soil.

Babies, idiots, and puppies, have baby-brain cells in

abundance. Education (which by the by is not a "drawing out" at all, but a "putting in") starts the growth of a baby cell into an adult cell in babies, idiots, and puppies. A baby being a higher type than a puppy and a healthier type than an idiot shows far greater and more rapid development of brain-cells.

A baby brain-cell is useless for purposes of perception or thought until its roots and branches have brought it into association with blood supply on the one hand and electrical stimulus on the other. Every baby-cell becomes in process of growth a storehouse for some perception from the outer world of sense.

If I take my child out into the country and show it a daisy each day I am cultivating a baby-cell into that child's brain. Each time that the waves of vibratory ether from that daisy impinge upon the retina of my child's eye and are there modified and thence flow as an



GROWTH OF A BRAIN CELL IN THREE WEEKS.
After S. Ramon y Cajal, of Madrid. (a) Baby cell; (d) fully grown adult cell.

electrical stimulus to the sight center in its brain I am causing a baby brain-cell to grow into a storehouse for that fact which I call the general appearance of a daisy.

And for each fact and detail which I, day after day, impart to my child concerning that flower I create a new storehouse—cause other baby-cells to grow. Until in three or four weeks my child is able to do some independent thought about a daisy.

If I ask him—when he kisses me good-night—what makes a daisy he will tell me that a long green stem and white oval petals and a yellow heart make a daisy. And if his education has progressed far enough he will add that a daisy has no smell and no decided taste.

So you see that the processes by which I cause a daisy to grow, and by which I cause my child to learn what a daisy is are really the same.

Sunlight and air with their manifold actinic and electric and chemical powers of plant growth stimulation are absolutely imperative to the vigorous growth of a daisy. And actinic and electrical and chemical stimulation are "sine qua nons" for the growth of a baby brain-cell.

And so it comes to pass that the successful educator (I dislike this word very much) and the successful gardener are twins. Both of them are concerned in the healthy, vigorous, and effective growth of seeds.

And the gardener who tries to raise productive pea-

plants in a dark, ill ventilated cellar is not a whit more ignorant and useless than the educator who expects brain-cells to develop properly and become useful to their owners unless he has stimulated their growth in the way I have outlined—by repeated and clearly defined messages of sense.

New York.

Educational Activity in Cleveland.

"The year rolls round—mistrust it not.
Befalls again what once befell."

This is the poet's way of announcing that the Cleveland schools have opened again for business at the old stand. Our schools were late in beginning this year, for the "second Monday in September," prescribed by law for our fall opening, came as near the middle of the month as the arbitrariness of the calendar would allow. But the teachers notice with sorrow that no matter how late the schools are in opening many children will linger in the mountains or the country for a week or two longer, before beginning the search for wisdom.

NEW TOOLS.

In the elementary schools we have several new textbooks, geographies, grammars, music books, and writing books. We write *uprightly* now, however much our conduct may lean to evil.

This question of text-books has many sides. There is an undeniable zest in studying from a new book. Even an old and dry subject may gain attractiveness from the new setting. On the other hand, there is a loss, greater than the non pedagogue can understand, which arises from using an unwonted tool—it does not fit the hand. A teacher should know the text-book as an orderly housewife knows her pantry, for she, going in the dark, can instantly put her hand on whatever she wants.

It takes time for a pupil to try and to prove his new book; to find that it helps him out in the settling of knotty points; to assure himself that, like a trusty friend, it stands by him in time of need,—that it is an oracle and an authority. There is room for grave doubt whether in these latter days of frequent text-book changes, and of many books in use at the same time, a pupils bear the affection for his book that used to be felt for those ancient worthies, Webster's Spelling Book and McGuffey's Readers.

READING CLUBS.

Superintendent L. H. Jones is devoting much time and thought to circles of teachers who have voluntarily associated themselves together for professional improvement. He conducts four fortnightly reading clubs. The Principal's Round Table reads Tompkins' Philosophy of Teaching, as does the Grammar Teachers' club. The training teachers study Dewey's Monograph on Interest, and the primary teachers take Lange's Apperception.

These clubs are conducted in an easy, informal way. The books are in the hands of the teachers. Mr. Jones reads aloud, pausing often to comment, or to raise a question for discussion. At some of the most profitable meetings less than a page has been read. The discussions are helpful and stimulating. Many teachers find themselves walking in enchanted fields of thought, untrodden by them before.

These clubs are awakening and helpful in two quite opposite directions.

It is profitable, though painful, for a teacher to discover that some methods which, perchance, she has prided herself upon, bear no pedagogical justification. On the other hand, it is comforting and inspiring to find that certain methods, wrought out timidly but thoughtfully, really rest upon sound psychological principles.

LECTURE COURSE.

For three years the Cleveland teachers have had a lecture course of their own.

One year they had a university extension course in anthropology, which was a delight both from the value of the material presented and from the personality of the lecturer, Prof. M. M. Curtis, of Western Reserve university. The second year the course was in American Literature. Last year the course was miscellaneous in nature, including Pres. Rounds, of New Hampshire normal school, John Fiske, Thomas Wentworth Higginson, Pres. Canfield, of the Ohio State university.

There seems to be a difference of opinion among the teachers as to the nature of the course. Many prefer it to be of the university extension type, on a subject to some degree professional. These maintain that teachers must provide for themselves lectures of this kind which no general or popular courses will supply. Others insist that the course should be for culture and in lines entirely outside of school,—though not a "sleep," yet a "forgetting"—at least.

PLANS FOR THE YEAR.

All school people must know that courses of study are not sensational reading, and assignments of work are not wildly exciting. No one of the Office Force, so far as I can learn, is preparing to take away the breath of the educational world by any startling announcement of new and phenomenal plans.

As regards the work as a whole, it seems to be the intention of Supt. Jones, with the supervisors, to push the work along the same lines in which gratifying results were reached last year.

It is hoped that this work may be made better, stronger, more skilful than ever before. They wish to push forward all departments of the work rather than to make a hobby or fad of any one. There is a desire to help teachers to see that work which is practical and work which is æsthetic and spiritual are not separate or remote from each other, nor antagonistic to each other; that the teacher who wishes to develop the fine side of a child's nature need not go in search of far-off, strange material but that even the round of daily work, which is sometimes condemned as prosaic, humdrum, and drudging, holds possibilities for use as true material for culture in things æsthetic and things spiritual.

ARITHMETIC.

In arithmetic a new plan of Supervisor Moulton's is being tried. Each grade, above the third, starts this year at the very beginning of the book. Teachers are instructed to take just as much time for review as they find necessary. No one is to hurry on to advance work until satisfied that the class thoroughly understands the back work. A failure to complete the advance work by the end of the year will not be counted a shortcoming on the part of the teacher, if prolonged review was felt to be necessary. By this plan each teacher knows just where her

class stands when they begin the new work—nothing has been taken for granted—each teacher lays her own foundation and is the only one responsible for its thoroughness.

Greater stress is laid upon oral and mental work. Less time than formerly will be given to written work. The typical arithmetic lesson will be one in which oral and mental work predominates. Special attention will be given to the oral analysis of problems. Some of the teachers are wonderfully successful in this line of work.

It is hoped that this work of the year will bear abundant fruit in the future strength of classes in mental grip and in powers of reasoning.

PRIMARY COMPOSITION.

Miss Davis, who has charge of this work, is seeking this year to develop greater freedom and fullness of expression. The children are taught to distinguish between narration and description, and to adhere to one of these strictly in a composition. The language work seeks to establish the habit of accurate observation, followed by truthful records of results.

The little children are showing a better organization of their material and an increasingly logical arrangement. The use of outlines and topics is abandoned, in the belief that it defeats rather than aids the aims proposed.

SCIENCE WORK.

Supervisor Muckley, who has charge of the science work, gives the following as the plan for the year:

"It is our wish to give greater definiteness to our work in elementary science. Hitherto a somewhat broad field of work has been outlined—teachers being allowed to take the particular lines which they felt they might follow with most profit. While this has its advantages for those teachers who are able to go on without more specific directions, it has its corresponding disadvantages which are obvious. We shall still encourage this kind of work, thus giving full play to any originality which teachers may evince. We shall, in addition, outline somewhat in detail, a series of lessons in our elementary physics accompanying each lesson with suggestive questions. These lessons will cover the simple phenomena of atmospheric pressure, hydrostatic pressure, gravity, the simple mechanical powers, frictional electricity, magnetism, sound, heat, and light. Our apparatus will enable us to bring before our pupils instructive illustrations of these subjects which will afford valuable material for work in drawing and composing.

"Our work in botany and astronomy will not be materially changed—the plan of bringing the minds of children into contact with the actual phenomena pertaining to these sciences being the only one which we know of worthy of consideration."

Cleveland, Ohio.

CLARA G. TAGG.

Nature Study for November.

By CHARLES B. SCOTT.

DISSEMINATION OF SEEDS.

Last month we centered our work about the coloring and falling of leaves, one preparation of nature for winter. Why not continue our thought, the preparation for winter, by studying this month seeds and fruits?

In October and November we have about us on all sides the results of the year. Since spring, the plants, with sun and rain and wind and insects, have been working together. Now we have what they have made, "four months of sunshine bound in sheaves," as Lowell characterizes the grain.

We can study seed's and fruits from three points of view, as a result of the summer's work, as a preparation by the plant for winter, and as a provision for animals and man during the winter.

In any case, we must not merely talk about seeds and fruits, but must base our work on personal individual observations by the pupils and gather or group it about certain seeds or fruits as centers.

Selecting such a plant as the thistle we may begin with what the children can see. Cut and bring into the school-room a stem of the thistle, by this time usually dried and shrivelled, with leaves and the cup containing the seeds and, if possible, with the flower or flower bud.

Draw out all the children know about the occurrence of the thistle, the appearance in summer of the plant as a whole and of its leaves, flowers, and seed cup or fruit. Do the cattle feed upon it? Why not? Do the insects visit its flowers? This will show what the children already know, make you acquainted with the



A - Common Thistle.
B - Canada Thistle.

A¹ = Single Flower.
A² = Seed, with hairy wing, closed.
A³ = Seed, with hairy wing, open.

ideas, the apperceiving concepts, as the psychologist calls them, which they have about the thistle, with which we must begin; on which, together with what we can lead the children to see, we must build.

This may form a first lesson. The children may write what they know about the thistle plant. Perhaps they will draw the cup or a leaf or one of the seeds with its hairy appendage, or a single flower. To draw they must observe carefully and will thus be preparing for the next lesson.

For the next lesson have the children describe the specimen in hand, the parts of which are represented in accompanying illustrations: the stem, its position, shape, grooves; the position, attachment, shape, veining, divisions, and spines of the leaves; the flower as a whole, if it can be obtained, and the individual flowers, of which there may be several hundred in each blossom, with their hairy outer part, pappus or calyx, slender tubular corolla, five stamens grown together to form a tube about the hairlike style and the single seed at the base of the flower; the seed, egg-shaped but flattened, with its wing, or balloon of branched or feathered hairs, closed together at first, later spreading out, like an open umbrella upside down, to catch the wind.

Tell the children about the little plant in the seed, often readily seen, with a hard, warm coat, a stem and two little thick leaves full of plant food, all ready for next spring.

Draw the seed cup, the single seed with sail folded close, the seed with its parachute opened umbrella-like ready for a voyage.

For another lesson lead the children to look back from this thistle seed to all that has helped make it: the root and the work it has done in holding fast and getting food and water for the plant, the stem which has held up leaf and flower to the sun, lifted seeds to the wind, and carried food to them from the earth; the leaves which have protected it by their spines from animals, breathed for it, taken in food from the air, made sugar and starch for it from materials taken from soil and air; the spiny cup, which covered the baby flowers and protected them and their seeds; the little flowers which have worked for months to make their seeds perfect and have been forming the balloons to carry them about; the hairs all ready to lift the seeds and bear them to their new home.

Perhaps the children can tell, in story form "How the thistle seed is made," dwelling on the mutual dependance and co operation of all parts of the plant.

Another lesson may broaden and intensify this idea of co operation. Help the children to think, do not merely tell them, about what has helped the plant: the work the sun has done, painting the plant green, helping the leaves make starch, ripening the

seeds; the part of the rain and dew in carrying it food and washing its leaves clean, so that they can breathe; the helpful wind which has stood ever ready to scatter its seeds. The soil, the clouds, the insects and hosts of other agencies have helped the plant, all working together to make—thistle seeds.

This verse from Lowell's "Changeling" written on the board before the lesson will help to clinch this thought.

"For the whole year long I see
All the wonders of faithful Nature
Still worked for the love of me;
Winds wander and dews drip earthward
Rain falls, suns rise and set,
Earth whirls, and all but to prosper
A poor little violet."

Cannot we now add to the story, "How the thistle seed is made?"

In another lesson we may study the thistle seed as a provision for the future. Winter is coming and then—spring. Not merely have the seeds been formed and fed and protected and ripened and provision made for scattering them where each seed will have a better chance, but as they ripen each seed turns dark, the color of the ground, to be protected from birds and insects; its coat becomes hard and fitted to keep out water; Mother Nature scatters over it a blanket of leaves and a glittering coverlet of snow; the same thoughtful mother stores up in the seed food for the baby plant to live on until it can get and make food for itself. Our thistle seed is thus a history of the past and a prophecy of the future.

Is this all? Have the children seen the yellow bird (or goldfinch or American canary as it is often called) perched on the thistle feeding on its seeds? Why did the plant mother put so many seeds in each cup? Don't talk to the birds about the seeds being a provision for spring! Nonsense! They are made for the special benefit of the birds. The thistle mother in her winter dreams can enjoy their jerky songs of gratitude. Enough of her babies flew away and were tucked in weeks ago where snow-bird and sparrow are not apt to find them. The birds are welcome to what is left.

Our thistle seed does not seem to help man much, except to give him something pretty to look at and enjoy and—fight against.

But when the children have studied the thistle they are ready for the study of the cotton. They have some ideas, or apperceiving concepts, which will help them understand about the cotton and its winged seeds and make most interesting to them the story of the way in which man has made use of the hairy wings of the cotton seed.

After the thistle the children may study other hairy winged seeds, milkweed, aster, golden-rod, clematis, touching lightly on the history and prophecy which can be read in each seed, emphasizing their adaptation to their work and special preparation for dissemination, and gathering all about the thistle as a center and a bond of union.

In a similar way the seeds with sail-like wings may be studied, the maple, linden, birch, pine, spruce, dock, etc., gathering all about one plant.

This may be followed by a study of seeds which are scattered by means of hooks, beginning with and grouping all about such a plant as the burdock.

Get the children to make collections of seeds, arranging and classifying them, according to their means or method of dissemination. It matters little whether they know the name of the plant from which the seeds come.

When at all possible, draw whatever is studied. Nothing induces such close, careful observation and so well fixes and clinches facts as careful drawing.

Any of the fruits or grains may be studied in the same way, emphasizing their relation to man, their use to man, what man has done for them (cultivation) and dwelling on the literature they have inspired, such as Bryant's "Planting of the Apple Tree," or "Song of the Sower," or Whittier's "Corn Song," or Longfellow's "Autumn," or portions of Hiawatha (Parts V and XIII,) or selections from John Burroughs or Thoreau.

State Normal School, Oswego, N. Y.

A Course of Study for Eight Years.

The following course of study is based on that most valuable Course of Studies for Elementary Schools prepared under the direction of the Massachusetts board of education. In the preparation of that course the Massachusetts board of education drew upon the long experience, painstaking study, and careful investigation of its secretaries. Hon. John W. Dickinson (who lately retired after a long term of most honorable service and his successor Hon. Frank A. Hill), and its agents Gen. A. Walton, John T. Prince, Andrew W. Edson, Geo. T. Fletcher, J. W. MacDonald, and Henry T. Bailey; all men of the highest educational rank.

The plan proposed is this: to select from each study in each year of the course ten leading directions. These are given in fine print; and are followed in a coarser print by suggestions of a practical character. So that a teacher who follows the course will find a vast amount of most helpful directions to aid him to reach those attainments the course demands on behalf of the pupils.

The fine print is thus a compend of the work to be done during the eight years; the suggestions are an expansion of this compend.

The course extends over eight years; four of these are primary years; four are advanced primary, commonly called grammar school.

1. LANGUAGE.

- 1.—1. Train to fluency by teaching new words.
2. Train in habits of correct expression.
3. Teach the elements of words. The correct use of vowels, diphthongs, etc., accent and pronunciation.
4. Teach use of *this, etc.*, plurals, and the possessives of singulars.
5. Teach formation and employment of simple sentences; dictate for memorizing.
6. Teach to recognize script and print, the long and short sounds, the hard and soft.
7. Teach the spelling.
8. Teach use of abbreviations.
9. Train to compose and write short sentences.
10. Teach to use capitals to use period and question mark.
- 11.—11. Train in the choice of words as *let's* for *less*.
12. Continue 3 & 4.
13. Teach the use of the singular and plural forms of nouns and verbs.
14. Teach the use of personal pronouns with the verbs *am* and *has*.
15. Right forms of *set*, etc.
16. Teach combinations of simple sentences; continue 6.
17. Teach use of the dieresis, dot, and circumflex.
18. Continue 10; teach comma.
19. Accustom to dictation and writing simple letters.
20. Train to self pronouncing of new words; continue 3, 6, 8, 11, etc.
- 21.—21. Memorizing of selections.
22. Train in amplification and invention.
23. Teach possessive plurals; comparatives and superlatives.
24. Teach syllabification, accentuation, and paragraphing.
25. Teach letter writing and practice narrative description.
26. Teach surnames and given names; hyphen and quotations.
27. Train in easy and accurate utterance.
- 28.—28. Teach some rules for regular plurals and possessives.
29. Teach forms of irregular verbs.
30. Teach formation of complex and compound sentences.
31. Train to give abstracts.
32. Teach use of some diacritical marks and use of primary and secondary accents. No. 6.
33. Teach prefixes and suffixes.
34. Teach forms for beginning and ending letters; encourage dictation. Continue 19-31.
- 35.—35. Practice studying words of similar meaning.
36. Teach idea of primitive and derivative words.
37. Teach irregular plurals, and irregular verbs.
38. Teach the idea of subject and predicate.
39. Practice letter writing, receipts, etc., Nos. 20, 27, 30, capitalization and punctuation.
- 40.—40. Nos. 32, 38; Distinguish parts of speech.
41. Arrange facts into biography forms; continue 40.
42. Plan the written work on subjects studied and taught.
43. Require a fixed order in written work.
- 44.—44. Teach rules of accent in disyllables; continue 33.
45. Study grammatical forms systematically.
46. Teach the simple analysis of sentences.
47. Teach to study and make statement of current events.
48. Teach writing of notes of invitation, etc.
49. Require analysis and statement of reading.
50. Teach to observe figures of rhetoric.
- 51.—51. Teach idea of the synonym.
52. Continue 50, also grammatical definitions.
53. Lead to consider kind, forms, relations of words.
54. Teach essay writing by a definite plan.
55. Teach signs to correct compositions.
56. Train to criticise compositions.
57. Require memorizing of selections.
58. Plan for the home reading.

Language Suggestions.

FIRST YEAR.

1. The pupil will have a limited vocabulary to start with; there will be difficulty in advancing unless he has new words. Daily exercises will be given to train the pupil to express himself fluently and correctly. Special oral lessons during the first years will be needed as a preparation for the reading exercise. It must be noted that many persons have great power with language who cannot read.

The materials for this language training may be found in things well-known and interesting to children, such as they deal with in their homes, in the school-room, and in their plays, or in such natural objects as plants, flowers, fruits, animals, and minerals and in the qualities of such objects.

This oral language training will be given in familiar talks about these objects; the children will tell what they see and know; the

teacher will add what is appropriate when their interest is kindled, but taking pains not to supersede their mental activity by his own.

"The objects themselves should be in the hands of the pupils, or, at least, in their presence, so far as may be practicable. In default of such objects, toy models or even pictures of them may be used. Pictures should be used also to cultivate the child's imagination.

"The objects should be studied for their own sake as well as to furnish a basis for language work. Hence they should be selected in accordance with a well-considered plan of succession and with reference to the season best suited for their study. They should be attacked from the child's point of view; that is, his observations should be the starting point in the exercise.

"An object should be described at first as a whole. Then its oral name and its written name should be learned in order. Objects that have movement, action, life are more likely to engage the child's interest first; his interest once kindled, then his mind can be led readily to the more obvious facts of quality, structural detail, and use.

"The principle of correlating different subjects, as language work with nature study,—that is, of enforcing the lessons of each with the natural aid of the other,—is doubly valuable in awakening and holding interest and in strengthening concepts, and is susceptible of indefinite extension and variation. Drawing, for instance, may be happily used in connection with nature study and language work, as, indeed, with any subject whose ideas are susceptible of graphic representation."

2. In all expressions the pupil employs he will be trained to use his new words accurately.

3. The pronunciation of words new and old, the right vowel sound and the accent will receive close attention.

4. The use of the forms *that, this, those, these; is, are, was, were, has, have*; to use the right plurals as *goose, geese*, etc.; the possessives of nouns as *John's book* will be taught.

5. The sentence is a thought; the pupils should be trained to express themselves in simple sentences; to put sentence after sentence in descriptive work. The teacher may give orally a stanza to be learned as:

Little drops of water,
Little grains of sand
Make the mighty ocean
And the pleasant land.

6. Words will be written on the blackboard in script and copied by the pupils; the long and short sounds of the vowels will be indicated by marks.

7. In writing words on the blackboard pupils get their first idea of spelling; they can be taught to name the letters in their proper order—this is spelling.

8. Some of the common abbreviations as *Mr., Mrs., Dr.*, and *St.* will be taught.

9. The pupil in the latter half of the year will be able to do some writing; he will copy simple sentences also compose and write short sentences; these will be about familiar objects. See Sug. 1.

10. In his writing he will be taught to use a capital at the beginning of the sentence in proper nouns and in the pronoun *I*. Also to use period, and question, exclamation, and apostrophe marks.

SECOND YEAR.

Direct the pupil in the choice and use of words, as *let's* for *less; well* for *good; shall* for *will* with first person in asking questions; *may* for *can; this kind* for *these kind; this sort* for *these sort; a long way* for *a long ways*.

12. Continue the work with the elementary sounds, syllables and accent of words.

13. Teach the use of the singular and the plural forms of nouns and verbs and the use of verbs with singular and plural subjects.

14. Teach the use of personal pronouns with different forms of the verbs *am* and *has*.

15. Teach the past, present, and future of *sit, lie, go, do, see, break, speak, blow, bring, buy, come, catch, read, teach, throw*.

16. Teach combination of simple sentences. Lead the pupil to develop simple narration and description by topics. Continue oral dictation and memory work.

17. Teach the broad, Italian, and intermediate sounds of the vowels and the use of the dieresis, the dot, and the circumflex.

18. Teach the simple abbreviations used in letter writing; also the use of capitals in headings and in lines of poetry and the use of the comma by copying.

19. Train pupils to write simple sentences from dictation. Teach the writing of simple letters by copying and by original expression. Take pains to have the pupil spell correctly the words used.

20. The elementary sounds being known, the pupils should be exercised on their combination; a new word is given as *mark* and they are asked to pronounce it.

The pupils will learn language by using language; they will

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING NOVEMBER 14, 1896.

The question has already been asked whether Mr. McKinley will be likely to displace Dr. Harris from the Bureau of Education. President Cleveland retained him, for the simple reason that he was undoubtedly the ablest man for the position; and the new administration will certainly come to the same conclusion. Dr. Harris has the respect of every educator in America; he is a thorough scholar, has made a life long study of education, and besides has a genuine sympathy with every teacher, no matter how low his salary, nor how remote the field of his labor.

At the late meeting of superintendents at Utica, a group fell to conversing about Supt. — who had just departed. All agreed that he was remarkable for the influence he exerted outside of his office. He was active in the church, in the Young Men's Christian Association, in a lyceum that had meetings for lectures and debates, and in a Browning club. It was conceded that he was a very active, public spirited citizen.

It was remarked by one that some superintendents would injure their standing with their school board by being active in public matters. Such also has been the case in the nearby past. But the dawn of a better day is at hand; the teacher is not hereafter to be turned away at the whim of a member of a school board. He should be one of the influential factors in a village, town, or city.

A gentleman took the principalship of a school and had one assistant; it was on the edge of a village, among iron foundries; after two years' work he was appointed superintendent in the village; after five years he was appointed in a city at some distance, where he now is. At each move he secured a place for his assistant in the first school. And he frankly gave the reason: "She set me to thinking on educational matters; I owe a great deal to her. You see it was this way: she had Quick's Educational Reformers on her desk; I took it up; she said, 'I make it a rule to buy and read one book on education every year.' She had five books; I, too, had taught five years, and did not own a book. I began to read, and it has put a foundation under my feet."

While visiting a school lately recess occurred. Only a few minutes elapsed and a boy was reported to the principal for misconduct. "This happens almost daily," he said; "I wish I knew why he chooses a course that gives him more trouble than it does any one else." It appeared that the boy's chief sin was annoying others; for example, a pupil would be eating an apple; this boy would contrive to knock it out of his hand. It was not to get the apple for himself, but to stop the enjoyment that was in progress; he liked to create discomfort. He would be deprived of the recess, but that did not seem to deter him.

It is probable that each of the 400,000 teachers now at work has one such boy. Here, it may be remarked, that

girls are not guilty of such deeds; they look with astonishment on boys annoying each other in this way. The "hazing" in colleges is an expression of this same evil feeling. There is less of this than formerly because the newspapers published the barbaric practices; it is painful to say that the college faculties let the practice go on for a century in this country; it is not done in colleges across the water. Another remark is that probably the father of that boy would laugh if told of the mean acts of his son. We are evidently only partially civilized.

A full account of the Rhode Island meeting, with reports of important lectures by President Eliot, of Harvard University, Mrs. Alice Freeman Palmer, Supt. Tarbell, and others, will appear next week.

Fall and Winter Meetings.

Nov. 27-28.—Eastern Ohio State Teachers' Association at New Philadelphia, Ohio.

Nov. 27-28.—Massachusetts State Teachers' Association at the English high school, Boston.

December.—Holiday Conference of the Associated Academic Principals of New York State at Syracuse.

December.—Fourth Annual meeting of the Association of Grammar School Principals of New York State at Syracuse.

December.—New Jersey State Teachers' Association at Trenton. S. E. Manness, Camden, president; J. H. Hulsarth, Dover, secretary.

December 28-31.—California State Teachers' Association at San Jose.

December 29.—Iowa State Teachers' Association at Des Moines.

Dec. 29.—Kansas State Teachers' Association at Topeka.

December 29-31.—Colorado State Teachers' Association at Denver. P. K. Pattison, Colorado Springs, president; Fred. Dick, Denver, secretary.

Dec. 29-31.—Missouri State Teachers' Association, Sedalia. W. H. Martin, pres't; J. A. Whiteford, Sec'y.

December 29-31.—Minnesota State Teachers' Association at St. Paul; S. S. Parr, St. Cloud, Pres.

February 18, 19, 20.—Meeting of the Department of Superintendence of N. E. A. at Indianapolis, Ind. Supt. C. B. Gilbert, Newark, N. J., president.

July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.

A Born Rover.

All around our house, up against the sky,
There's dreat bid hills, oh, ever so high!
An' mamma says over a past the hills
There's houses an' peoples 'z far 'z you can see,
An' dear little childrens there, dust like me.
I never been over the hill—
I want to do over the hill!

Last summer a dear little bird built its house
In our apple tree, an' 'z still 'z a mouse
It sat, till the wee little birdies peeped out;
Then the mamma bird fed them until they all drew
So bid an' so stron' they evvy one flew
Away, right over the hill;
I never been over the hill!

So then I thought I would do over the hill,
An' I crept out the door, dust as still, dust as still:
An' I walked, an' I walked, an' I walked, an' I
walked,
Till my feet doubled up, an' I dust couldn't do,
An' my papa come an' foun' me, and so
I never been over the hill;
I want to do over the hill;

But I am drowin' 'z fast 'z I can,
An' dust pretty soon I shall be a dreat man,
As bid as my papa or Uncle Dosiah,
Nen I'll buy me a dreat tall shiny hat,
An' a watch that does "tick, tock," like that;
An' nen I'll do over the hill;
I dust will do over the hill!

—Boston Transcript.

Topics of the Times.

Lord Salisbury announced in his speech in London, Oct. 10, that the dispute between Great Britain and the United States over the Venezuela boundary had virtually been settled. The settlement is on the terms which the United States insisted upon. The whole question is to be referred to unrestricted arbitration. The only condition attached is one proposed by Secretary Olney that the title of *bona fide* settlers to their present holdings shall, in case the arbitrators' award places them under the jurisdiction of Venezuela, be decided by the laws governing private title. Lord Salisbury ventured also to congratulate Ambassador Bayard and the United States on the result of the election. This is an extraordinary thing for a prime minister and foreign secretary to do, but he explained that it hardly amounted to interference in the domestic politics of another nation to express admiration of "the splendid pronouncement which a great people has made in behalf of the principles which lie at the base of all human society."

The laying of the first direct cable between New York and Haiti was finished a few days ago with the arrival at Puerto Plata (pwär-tō plä'tä), the chief port of San Domingo, of the British steamer *Seine*. The new cable is about 1,500 miles long, was made at Calais, and cost about \$1,500,000.

The arrival at Calcutta of wheat from California has alleviated to a large degree the famine in India. It is believed that a total of 30,000 tons of wheat have been purchased for importation into India. The government is doing everything possible to alleviate the distress. It has employed 53,800 persons on works which have been started in order to furnish work for those who, without it, would probably starve to death. The effects of the failure of the crops are not felt as seriously now as they will be later. The worst distress will be felt in the middle of December.

Americans are so accustomed to seeing important cities springing up in this country that they are apt to forget that in older countries the same thing sometimes occurs. For instance Crewe, thirty-one miles southeast of Liverpool, has grown in fifty years from a village of 200 inhabitants to a city of 30,000. What may fairly be called its creation was entirely due to the London & Northwestern Railway company, whose works cover about thirty acres and employ about 8,000 artisans. Since 1886 Barry, in Wales, on account of the building of a railway and dock, has increased from a hamlet to a city of 25,000.

The Hawaiian government has granted a full pardon and restoration of her civil rights to ex-Queen Liliuokalani (lē-lē-wō kā-lä'nē). The pardon is based upon the fact that during her parole she has faithfully kept the terms of her partial freedom.

Negotiations have quietly been completed in London and Rome for the transfer of Kassala (kā-sä'lä), not to Egypt, but to England, the British government undertaking payment of the \$2,000,000 of expenses incurred by Italy up to the present date in connection with the occupation and construction of defensive works of the place. England has arranged for the construction of a railroad from Kassala to Keren, and Italy is to complete its line from Massowah (mäs-sou'ä), on the coast, to Keren. From Kassala it will be easy for the English to control the Upper Nile.

Some years ago the great Chinese Arsenal of Foo-Chow was bombarded and destroyed by a French fleet. The French government is now sending engineers to reconstruct it, at the expense, of course, of China, but for the exclusive profit of French industry, an agreement to that effect having been recently signed at Peking.

Great suffering and shocking cruelty have attended the stamping out of the Mohammedan rebellion in the northwestern Chinese province of Kansu. It is estimated that 10,000 Mohammedans, chiefly women, children, and old men, have died of hunger, or been frozen to death in the hills and mountains. The business of beheading the insurgents was conducted with wholesale vigor

as soon as their strength had been broken in any district. An average of 1,600 were decapitated daily for two weeks in Si Ning. Crowds of people watched the executions.

The principal and unpaid interest of Nicaragua railroad bonds of 1886 held by Englishmen is about \$1,600,000 gold. A contract has just been made with these bondholders by which Nicaragua agrees to impose an export tax of one cent gold a pound on coffee exported, to be paid as collected to an agent of the bondholders, who is to reside in Nicaragua at the expense of the country, to pay the annual four per cent. interest and one per cent. sinking or redemption fund agreed on. The bondholders got a clause permitting the sale of the Railroad and National Steamboat Line for \$1,000,000 gold, apparently with the intention of buying and extending the road from Corinto and the Gulf of Fonseca, on the Pacific, to Bluefields or Monkey Point, on the Caribbean sea, with cable to Cape Gracias, and thence to Jamaica, thus placing the British in control of an easy grade, excellent interoceanic route across Nicaragua and of the best natural harbors for ocean steamships in Central America.

An Indian Summer Day.

There's a lulling song of locusts and the hum of golden bees,
And you almost hear the sap flow through the thrilled veins of
the trees;

And the hazy, mazy, daisy, dreaming world around you seems
Like a mystic land enchanted—like a paradise of dreams!

Blue smoke from happy huts—
A rain of ripened nuts;
And far away—o'er meadows ringing,
Sweet sounds, as of a woman singing,
"Comin' through the rye—
Comin' through the rye!"

And then the faint, uncertain, silver tenor of a bell
That summons all the winds to prayer in many a cloistered
dell;

And then—a thrush's music from groves with golden gleams;
The wild note of a mocking bird—and still the dreams—the
dreams!

Blue smoke from happy huts—
A rain of ripened nuts;
And far, o'er golden meadows ringing,
Sweet sounds, as of a woman singing,
"Comin' through the rye—
Comin' through the rye!" —Frank L. Stanton.

National Educational Association.

TENTH ANNUAL REPORT OF THE BOARD OF TRUSTEES.

By the report of the board of trustees for July 1, 1895, the permanent investment of the National Educational Association is shown to have been \$45,000, in the following items:

Mortgage on real estate,	\$ 3,000.00
School bonds,	14,737.00
Municipal bonds,	25,200.00
Cash,	2,063.00
Total,	\$45,000.00

Since that time \$2,500 in bonds have matured and been paid. Bonds to the amount of \$14,000 have been purchased, and cash remains in the hands of the chairman of the board of trustees to the amount of \$524.75, making the total amount of the permanent fund, at the present date, \$54,961.75, which shows an increase of the permanent fund, during the current year, of \$9,961.75. The amount of interest collected during the year was \$3,058.14. The invested fund is located as follows:

With the Nassau Safe Deposit Company, New York,	\$40,337.00
With the National Bank of the Republic, for collection,	1,100.00
With Bentley & Hatfield, Washita, Kan.,	1,000.00
In Safe Deposits: Vault at Providence, R. I.,	12,000.00
	\$54,437.00

Respectfully submitted,

HORACE S. TARBELL, *Chairman*.
NEWTON C. DOUGHERTY,
NICHOLAS MURRAY BUTLER,
A. G. LANE.

Trustees of the National Educational Association.

Greater New York.

New York and Brooklyn.

The school board of New York consists of twenty-one members, that of Brooklyn of forty-five; there are no local boards in the former; the main school board in the latter is distributed into sections which act as local boards. There are those in Brooklyn who, when it is consolidated with New York, are anxious it should be independent in its educational affairs. To secure this they make the assertion that the schools there are superior to those in New York. If this is the case the teachers of Brooklyn must be superior to those in New York, for it is the teacher that makes the school. The systems of selecting teachers have been about the same in both cities—politics is powerful on both sides of the East river. Those who want to show that the teachers of Brooklyn are superior to those of New York will need only to show that they are appointed solely on their merits. We do not believe this can be done. By the term "merits" we mean skill in teaching and not mere scholarship; the scholarship probably is about the same.

This attempt to elevate the schools of Brooklyn by depreciating those of New York is a very clumsy device. As THE JOURNAL has often pointed out, the main effort of school boards should be to hunt around and find the most skilful persons possible and put them in the school-rooms; the city that does that will have better schools than one that allows the politicians to pick them out. This has been the defect in both New York and Brooklyn up to the present time.

There are schools of the highest standing in both of these cities and there are poor ones also. The reason of the variation lies mainly in the principals. A principal determines he will have a good school; it turns on the quality of his assistants, as he well knows. In some way or other he manages to select his assistants; he learns the art of selecting—in fact, it is our opinion that this is the chief end of the principal. It would be the best thing in the systems of all large cities to look most carefully into the qualification of the principal; to take men on probation; to employ only the most skilful and conscientious. Then allow this principal to select his own assistants. The high class schools in both New York and Brooklyn are really run in this way.

It is entirely foolish to suppose that schools in the city of New York having as principals the truly great men that preside over them are not doing a grand work; these men know what they are about and they accomplish great results. Such men are usually able to thwart political "influence" that would supply them with assistants.

That there is a great interest existing among the New York teachers is plainly apparent to the publishers of this paper. On Saturdays and from three to five on all other days of the week teachers are examining pedagogical books. This is of itself convincing testimony to the excellence of the schools. Half of the teachers are graduates of the Normal college, and no graduate goes out of that noble institution without being the possessor of several books bearing on pedagogy. Schools possessing a pedagogical spirit cannot but reach the great ends for which they were instituted.

On Saturday morning, November 7, Mrs. Mary Hargrove Simpson died at her residence at Annadale, Staten Island, N. Y. A few years ago, Mrs. Simpson was well known to the educational world as editor and projector of *The Teacher*. She was the editor of this magazine for five years, at the end of which time increasing domestic cares forced her to relinquish the work. Since then she has lived very quietly in her rural home. The Society for Ethical Culture, the N. Y. Kindergarten Society, and other educational organizations remember her as a once active member. Mrs. Simpson leaves a husband and three young sons.

Miss Nellie Ford, late principal of the primary department of grammar school No. 82, died October 29, after a long illness. Miss Ford taught in the schools of the city for more than thirty years. She was a woman of exceptional intellectual and executive ability. Her graces of mind and character made her beloved by children, teachers, and parents. She was also a director of the Teachers' Mutual Benefit Association, a member of the Primary Principals' Association, and the Primary Teachers' Association.

Child Study.

The first meeting of the Normal College Alumnae Committee on Child Study was held Nov. 5. Dr. Jenny B. Merrill, the newly elected supervisor of New York kindergartens, stated that the principal work of the year will be done by members of the committee and presented for discussion. Answers to questions and data relating to the various topics are earnestly solicited. The meetings held at the college on the first Thursday of every month from November to May, are open to all interested in the subject.

The program for the afternoon as printed in the committee circular is as follows:

REPORTS ON "ALLOWING CHILDREN TO CHOOSE."

DR. EMILY I. CONANT, and DR. J. B. MERRILL.

NOTE.—Mothers and teachers are requested to send instances of choice, in writing, before November 1. State circumstances leading to the choice. Answer following questions, if possible: Did the child desire to choose? Did he choose promptly? Was his choice independent? Have repeated acts of choice made him readier to choose? Has the act of choosing had any effect upon the habit of obedience? Were you allowed any freedom of choice when a child? In what particulars? Results as you see them now? (The above questions are taken from a circular issued by the Society of Pedagogic Research).

Dr. Emily I. Conant had collected from the seniors of the college answers to the above questions, and gave the results of her investigations in a short paper. Out of 137 papers examined, 101 showed a belief in the beneficial results; 10 thought the effects were harmful; 18 had never been allowed to choose, and 8 said they had had absolute freedom of choice, that is, done exactly as they pleased in everything, with varying results.

Dr. Merrill stated that she had received answers from many mothers and teachers. From these data, in connection with her personal studies, she threw some valuable light on the subject. She spoke of a Western normal school, visited by her, where the students were consulted about things usually not left to pupils to decide. Not only were the courses elective, but students were encouraged to give their reasons for selecting any given subject, and these reasons were utilized by the teachers in arranging their work for the year. In the natural science class an outdoor lesson was being planned for. The professor in charge asked whether the excursions should be taken by the class as a whole, or as individuals who would report their observations. Excellent reasons were advanced for both courses but beyond a hint or two, the professor gave no advice whatever, but left the matter entirely to the class to decide. The students took a keen interest in all their work, and appeared to be much benefited by this mode of will training.

On the matter of selecting garments, Dr. Merrill read a passage from Goethe's "Wilhelm Meister," in which the subject was presented in a new aspect. It showed that choice is not only a means of will training but is useful to the teacher as an indication of the child's character. By the colors and cuts of garments chosen the trend of the pupil's mind was often clearly shown. As they often selected their garments because some other child had something like it, the ideal of each was determined to some extent by noting which schoolmate was imitated.

In a certain school visited by Dr. Merrill, the "star-class" each week was allowed to spend Friday afternoon in any way agreeable to the class. It was supposed that they would choose to go home, but they rarely did, preferring sometimes to write compositions, and frequently asking permission to play games in the playground with their teacher.

Another case cited was that of a boy whose mother permitted him to pass his Saturdays in any manner he chose. Contrary to her expectations he often asked what she thought best, or what she would like to have him do. Though to develop self-reliance was the mother's aim, still the feeling that advice is often necessary must be a good one for the child.

In another school, the children were allowed to select one of two works for the reading lessons. One little boy said, "I wanted the 'Lady of the Lake,' but it went against me," so the class read

"Evangeline." This learning to submit to a majority though personal desire must be set aside, is fine moral training, and especially so for Young America.

Answers to the question, "Were you allowed freedom of choice as a child? and give results as you see them now," showed that while in a few cases where choice was denied, a lack of self-confidence and hatred of responsibility was the result; in most, the constant suppression of desire, and the faculty of choice produced a spirit of rebellion in the adult and a tendency to resent any offer of advice or opinion.

Dr. Frederic Montaser, of the Ethical Culture Schools, who had helped in arranging the syllabus from which the questions were selected, was asked for his views on the subject. In a fine extempore speech he summed up the discussion as follows. The question of choice he said might be treated in four ways: First, the social ideal of the community in which the child is to live must be considered. While an American child should be trained to independent judgment, to allow a child to vote on any question of school management in Germany would be considered preposterous, and in view of the military government this is justifiable. Second, from a pedagogical standpoint, the question of increased interest is concerned. Third, psychologically considered, attention, motive, imagination and the emotions bear upon the subject. Indeed all psychology might be brought to concentrate on this point. And fourth, from the metaphysical side. This seemed especially to appeal to the speaker. While in the natural world there is no choice, but all is subject to immutable law, there is a subtle something in man which brings him outside of this law. Man is outside of the iron bound ring of necessity; he is a free agent. He is not only the product of environment and antecedents. There is beyond the elements of environment and training a residuum not translatable into terms of necessity. This is the human will. Choice is the highest prerogative of man. He is born with the germs of it, no less than the other mental faculties. These germs can be crushed out or allowed to expand. It is not easy for a child to choose. Indeed it is hard and therefore to be learned. By the exercise of choice beginning with option in irrelevant matters, a habit of making a wise, deliberate choice is formed and increases. It is constant practice and repetition of acts of choice which make the child grow into a free and independent man, "able to take his part in the world, without being turned about by public opinion, or by every fancy of the passing moment."

New York.

LOUISA BRUCKMAN, Pd.M.

Rosenthal Recitals.

The two piano recitals by the eminent performer, Moritz Rosenthal, are announced for November 17 and 18 at Carnegie Hall, at half past two o'clock. The programs include besides the standard composers for the piano, some new names whose work will add much to the interest of the occasions. Mr. Rosenthal's success in this country eight years ago makes his re-appearance welcome.

Newark's New Superintendent.

NEWARK, N. J.—Supt. Gilbert began his work on Monday. The first few days will be spent in familiarizing himself with the office methods and the system of administration. By the latter part of this week or the first part of next, Supt. Gilbert will start out on a tour of visits to the schools. After becoming familiar with the methods in use, he will carefully examine the course of study. It is understood that Mr. Gilbert will pursue a conservative course, and the teachers feel that the new superintendent will not find fault with them or their methods without good reason.

At the regular monthly meeting of the superintendents and principals, President Gay referred to the attacks upon Supt. Gilbert. He read a number of letters and other documents which proved beyond a doubt that the charges made against Supt. Gilbert originated with teachers whom he caused to be discharged from their positions in the St. Paul schools. The vindictiveness of these people has taken the form of sending copies of a scurrilous paper issued in St. Paul to nearly all the

Newark principals, in order to prejudice them against the new superintendent. Prominent citizens have also received the paper; the list of names, no doubt, having been furnished by some one in this city. The letters read by President Gay were from some of the most eminent men in St. Paul, who showed that Supt. Gilbert has the confidence of the respectable portion of the community, and that they regret to lose him.

Aiding Pupils to Catch Up.

WAUKEGAN, ILL.—A new department has been added to the public schools this fall. It is intended to provide for all the older boys and girls who do not properly belong in any division of the schools. Pupils who do well in one study, but are behind their classmates in others can "catch up" here, and those who have finished the course, and, while they do not intend to enter the high school, wish to have more thorough training in some of the studies they have taken may find a place here. The principal has power to send any pupil above fourteen to this department at his discretion. Classification is almost impossible, and each pupil gets much more individual instruction than would be received in one of the ordinary departments of the schools. Considerable prominence will be given to the practical side of education. Arithmetic will be taught with reference to the needs of boys who are to be employed in shops, and on farms, and there will be a thorough course in elementary bookkeeping. Manual training will also be made a feature of the supplementary department.

University of Michigan.

ANN ARBOR, MICH.—President Angell's annual report to the board of regents shows that there was enrolled 3,019 students. Not only was every state and territory in the Union represented, but also Ontario, Quebec, South Africa, England, Spain, Austria, Germany, Holland, Russia, Bavaria, Greece, Japan, and China. Thirty-three students were from New England. In speaking of the department work in general, Dr. Angell said that in view of the fact that this was the first year of the three year course in the law department, the regents thought they had a right and reason to believe that the attendance the first year would be smaller than usual. This is not so, in fact. The freshman law class is larger this year than ever before. The separation of the engineering school from the literary department, has also proved beneficial, and the increase in the attendance upon the school may well be credited to this separation. The president referred at length to the work of graduate students in the university, and said in this connection that not until a university was equipped to turn out specialists and experts in the different branches of learning, was it worthy of the name "university." He said that the graduate students of the U. of M. are for the greater part men who did their collegiate work in some other institution. The graduate school here is growing, and the results of the work are proving highly satisfactory to the faculty and students alike.

The president advocated the permanent establishment of a summer school to be conducted as it has been, in connection with and under the supervision of the university.

Two Session Plan Resumed.

MANCHESTER, N. H.—The school committee recently voted to have the high school return to the two session system. On the day when the rule took effect fifty young men, students in the high school, refused to attend the afternoon session. A crowd of about one hundred pupils gathered in the street and held an indignation meeting, in which speeches were made criticising the action of the school board.

Children's Eyes Tested.

UTICA.—Tests of the eyes of children were made by the teachers, under the direction of an oculist, and it was discovered that one-sixth of the children in the public schools were suffering from defect of vision. A number of the children were practically blind in one eye. The result of the physical examination was a rearrangement of the seating of the children, those suffering with defect of hearing or sight being given advantageous positions in the room.

A Colored Fellow.

PHILADELPHIA, PA.—Dr. W. E. Dubois, colored, is the first one of his race to be appointed to a fellowship in the University of Pennsylvania. He will be an assistant to Dr. Lindsay in his

work on sociology, but will not be considered a member of the faculty, and will not lecture at the college. His work will consist of house to house investigations among the colored settlements, and the university authorities will receive the results of his investigations. Dr. Dubois was graduated from Harvard college several years ago, and he has studied in the German universities.

In Honor of Dr. Barnard's Birthday.

THE JOURNAL two weeks ago, spoke of a plan for celebrating Dr. Barnard's eighty-sixth birthday. The Connecticut State Teachers' Association has appointed a committee of ten to co-operate with State Secretary Hine in the preparations for this memorial. Mr. Twitchell, principal of the Arsenal school, of Hartford, has kindly favored THE JOURNAL with the following names of the committee:

COMMITTEE.

1. C. D. Hine, chairman.
2. Hon. A. E. Burr, editor Hartford Times, to represent the business interests of Hartford.
3. Miss Abbie E. Henry, Hartford.
4. Rev. J. H. Mulcahy, Hartford, to represent the Catholic schools.
5. C. N. Kendall, superintendent schools, New Haven.
6. G. P. Phoenix, principal state normal school, Willimantic.
7. D. N. Camp, New Britain, a man of Dr. Barnard's age and in close sympathy with him.
8. Dwight Holbrook, Clinton, to represent the private schools.
9. Prof. B. Perrin, New Haven, to represent Yale university.
10. E. C. Willard, Stamford.
11. W. I. Twitchell, Hartford.

Fifty Thousand Majority for Mr. Simmons.

LANSING, MICH.—Mr. J. W. Simmons, superintendent of city schools of Owasso, Mich., has been elected a member of the state board of education for a term of six years, by a majority of more than fifty thousand votes. This is the first time in many years that a candidate from Shiawassee county has been elected on the state ticket.

Mr. Simmons is a strong executive officer, and an educator of long and successful experience. He is very popular as an institute instructor, and has for five years been state secretary of the Michigan Pupils' Reading Circle.

Notes and Queries.

G. C. HILL. The story which Whittier has put into verse is based on an incident which occurred in 1808. A man named Flood Ireson was making for Marblehead in a furious gale in the schooner *Betsy*. Off Cape Cod he fell in with the schooner *Active* in distress, whose master hailed and asked for aid. Ireson after a parley went on leaving the crew to shift for themselves. When the *Betsy* arrived in Marblehead the story was told and two crews started out to rescue the *Active*, but the schooner had gone to the bottom of the sea, only the captain and three of the crew were saved.

The conduct of Ireson was severely criticised in Marblehead; the wrath of the people was great. One night he was roused from bed and coated with tar and feathers and dragged along the road in a boat and then in a cart to Salem. This treatment depressed Ireson's spirits greatly; he became reckless and careless in his water journeys, and finally was blown out to sea and died from the cold.

F. E. L.—The new French treatment for consumption is the use of a strong antiseptic, the disease consists of a number of open sores in the lungs; into them the bacteria of the air fall and produce pus which is coughed up; the sores have a tendency to enlarge. Dr. Crotte uses formol, which is an antiseptic; it destroys the bacteria that lives in the open sores; he claims to have cured a great many; we cannot say that any one in New York is using this remedy; we would suggest consultation with the best physicians to be found.

E. L. G. The skeleton of a man wearing a breastplate of brass, a belt made of tubes of the same material, and lying near by some copper arrow heads was exhumed at Fall River, Mass., in 1834. It was thought to be that of a Dane or Norwegian who

had been left with others to make a colony. He is connected with the sculptural rock at Dighton; some have found the pillars of Hercules pictured here. Longfellow supposes it to be the skeleton of a viking; he makes the round tower at Newport the product of his hands.

Boy and Girl With Teachers' Certificates.

Winchester, Ohio, has an eleven-year-old boy, Marion Glasgow, by name, who has "broken the record" of youthful holders of teachers' certificates. On Nov. 1, 1895, he started off alone to attend a teachers' examination at West Union. He finished the work of the first session before any of the teachers, and was the first to return for the session. At ten o'clock that evening, when asked if he was tired, he replied, "I am a little sleepy, but I have not been very busy to day."

At the time he received his certificate all his schooling had been gained from an ungraded school which he began to attend in his sixth year.

Master Glasgow is now preparing for another certificate, and it is his intention to have one in his possession as long as he lives. His father is a salesman for a machine company, and his mother is a school teacher.

Mr. Charles A. Wilson, president of the school examiners, of Brown county writes, that he considers the boy a psychological wonder. "He is now a pupil of the B. grade, Winchester high school; his subjects being Latin, algebra, English, and physics. He carries his work seemingly with ease, and is one of the leaders of his class; his recitations are invariably nearly perfect. This is his first year in a graded school, which makes his scholarship all the more remarkable."

Miss Flo. Handrehan, a fifteen year old pupil of the Winchester high school, holds a teacher's certificate from Adams and one from Brown county. She seems to be especially gifted in mathematics.

THE SCHOOL JOURNAL.

Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year; EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly, 30 cents a year.

E. L. KELLOGG & Co., 61 East Ninth street, New York.



ENTRANCE OF MEDFORD, MASS., HIGH SCHOOL.

Gleanings from School Reports.

PHYSICAL DEFECTS OF CHILDREN STUDIED.

McKeesport, Pa.—Music was introduced into the schools a year ago, and the study has been received with enthusiasm. Special supervision has been given in writing, vocal music, and physical culture.

During Thanksgiving week the first annual city institute was held. Psychology, school management, and nature study were among the subjects discussed. The institute was largely attended not only by teachers of the town, but by many from neighboring towns and adjoining cities.

Considerable attention has been paid to child study from a physical standpoint. It has been found that with few exceptions children who are called dull have defective sight or hearing, or some other physical defect. The eyes of all pupils who were under the average in their school work were tested. The result showed that out of 510 backward pupils 97 and one-half per cent. had defective vision. In the primary grades twelve per cent. more boys were examined than girls, showing that in these grades more boys are defective. In the grammar grades thirty-five per cent. more girls than boys were found defective. The explanation is that the number of boys to girls decreases as the grades advance. While many cases of defective sight are caused by scarlet fever, and other diseases, a fruitful reason is the ill-suited desk and seat,—all pupils of one grade, without regard to size, being required to occupy seats of the same size. The superintendent of physical culture, Mr. C. O. Bemis, notes that in cities where adjustable furniture has been introduced physical defects have decreased.

TOWN SYSTEM AND TRANSPORTATION.

Johnston, R. I.—The work of the schools has been somewhat hindered by the change from the district to the town system, but now that the town has assumed control of all her schools, Supt. Cole believes that their efficiency will be in every way increased. The superintendent recommends the consolidation of some of the out-of-town schools, and the transportation of these pupils at the expense of the town.

Teachers meetings have been held by the in-town teachers every other Monday, when books on methods, etc., have been read and discussed, and practical questions of every-day occurrence have been discussed.

COUNTY UNIT SYSTEM GIVES SATISFACTION.

City of Macon and Bibb County, Georgia.—Organized under the county unit system, the schools of Bibb county are so arranged that no child is more than two and one-half miles from a good and comfortable school-house in which school is maintained during nine months of the year. The board of education takes especial pride in the efficiency of the county schools, which are under the same supervision as the city schools. The three high schools in the county furnish superior secondary education, so that children need not go to town to attend a high school. The state school system provides for five months schools, and Bibb county provides for nine months schools with an increase of tax rates of only one and one-third mills on a dollar more than it would otherwise have been. The average cost per pupil in the county is \$1.13.

During the year just closed the Macon school board has made large additions to the Gresham high school; the Alexander school board has built a handsome annex to that school; and the Winship school has been increased by a four-room addition.

The schools are distributed over the county as follows: There are eight elementary and one high school in the City of Macon, and seven elementary schools in the immediate suburbs. In the county there are three high schools and thirty-five elementary schools. Ten of the schools in the city and suburbs are white and six colored; and in the county twenty-one white and fourteen colored schools.

PROGRESS IN DETROIT.

Detroit, Mich.—In his annual report, Principal Bliss urges the necessity for greater high school accommodations, and hopes appropriations will be allowed next year for building the Eastern and Western high schools. He deplores the fact that the proportion of boys who go through the higher grades of the high school is decreasing. A larger number of boys than girls go out to work at the age of 15 or 16, after having spent a term or two in high school. Many girls who expect to earn their living wish to teach, and consequently continue in school to fit themselves for it. Mr. Bliss accounts for the low standard of technical schools by the fact that many high school scholars are able to enter them before completing their high school course. This also causes a drain of boys from the latter. He regrets these short cuts to the professions through low standard technical schools.

In her report of the work of the year, Assistant Superintendent Mathilde Coffin declares that teaching should be more practical. "We use stupefying methods," she says, "and then punish the pupils for being stupid. The forces compelling more practical education are the same forces that are bringing three-cent car fares, quicker mail service, and farther progress in the use of the mail service."

Miss Coffin vigorously champions the so-called "fads." The talk about the three "Rs" being neglected is all nonsense. Reading is not neglected in the schools, for the children never read so well as they do now. After long experience, close observation, and careful study, she has come to the conclusion that the so-called fads enhance the work in every way.

PLANS OF PROMOTIONS CHANGED.

Yankton, South Dakota.—A year ago the course of study was completely recast. The course for the grades carries out the essential principles of correlation, and the course for the high school has been increased from one to four courses, and extended from three to four years.

The changes made in the rules governing promotions have produced many good results. Supt. Vert says that the abolition of examinations in the grades has brought to the teaching force of the schools the dignity and responsibility that naturally belong to it, and it has given the pupils an incentive to honest and persistent effort which cannot fail to make character. Pupils are promoted whenever they show ability to do the work of the next higher class. In each room the pupils are divided on the basis of proficiency into two classes, making practically sixteen grades below the high school. In this way no pupil is required to wait while others are catching up, and, on the other hand, no class is kept back by pupils behind in the grade.

Butte City, Montana.—Among the recommendations by Supt. F. L. Kern, for the improvement of the school system are the employment of a truant officer, the establishment of at least three free kindergartens, and a manual training school.

While the regular system of grading is followed quite closely a pupil may be reduced or promoted at any time deemed consistent with his ability and ambition.

HALF-DAY SESSIONS AND PROMOTIONS.

Pine Bluff, Ark.—The experiment of half day sessions has been tried in some of the schools for pupils of the first and second grades, with marked success. The children recite as many lessons as formerly although in school only half as many hours, and the teachers are enabled to give more attention to instruction and less to discipline.

Supt. J. A. Hineman recommends mid-year instead of annual promotions in all grades of the primary and grammar school departments. In this way pupils could be classified more in accordance with their ability and preparation than under the present conditions.

OBSERVATION LESSONS.

Lockport, Ill.—A prominent feature of the work is the Observation Lessons in various grades. This work is made to correlate as much as possible with the regular work of the grades and soon will supplant much of the old-time work. A large part of the drawing, writing, language, spelling lessons, etc., are derived from the observation work, and Supt. Horton sees in it a possibility, under proper conditions, of getting from it the number and reading work.

Through Fields of Corn.

In solemn hush of dewy morn
What glory crowns the fields of corn!
A joy and gladness in the land
The lithe green ranks of beauty stand:
Broad aced vales from hill to hill
The lifted plumes and tassels fill,
While birds sing in the cool sweet morn
Through fields of corn.

Like palms that shade a hidden spring
The reeded columns sway and sing;
The breathing censers swing away,
The leafy cymbals clash and play.
And when the breezy voices call
The sea grown billows rise and fall,
And music swells and joy is born
Through fields of corn.

To fields of corn the summer brings
The rustling blades, the blackbird's wings,
The sharded locust's strident tune,
And the idle raven's mocking rune,
The bobolink's exultant strain,
And cuckoo prophesying rain
In low, sweet waiste in the morn
Through fields of corn.

In bannered fields of corn unfurled
God grows the manna of the world;
He waits to bring the yellow gleam,
The harvest song, the reaper's dream;
And still as through the Syrian gold
Of Galilee in days of old,
He leads again this Sabbath morn,
Through fields of corn.

—Prof. Benj. F. Leggett, in *Boston Journal*.

Winter Health Resorts. No. I.

By KARL VON RUCK, B. S., M. D.

ASHEVILLE, N. C.

Asheville, North Carolina, as a winter health resort, has been growing steadily in favor both with tourists and with the medical profession, and is now one of the most popular places in this country. To the medical profession it presents many advantageous features on account of its favorable climate for pulmonary affections.

The conditions of dryness of the air, of sunshine and moderation of temperature, with an elevation of 2,300 feet above the sea level, are difficult, if not impossible, to find elsewhere in this country, so happily associated; while the locality affords at the same time most magnificent mountain scenery, which, owing to the pine forests, is more particularly attractive in the winter months.

The mean average winter temperature of Asheville is $45\frac{1}{8}^{\circ}\text{F.}$, with a mean absolute maximum of 67.3° , and mean absolute minimum of 18.2°F. , temperatures which are peculiarly free from extremes, and at the same time sufficiently bracing and stimulating to impart vigor and tone to the invalid.

Out-of-door life is invited by the great number of fair, clear, and sunshiny days, averaging twenty-five days for all the winter months, and the pure mountain air is relatively dry. The average relative humidity for four successive winters has been 63.2° , and the ozone observations for the same period shows an average of 50.6 per cent. of the greatest possible amount known to exist free in the air.

Snow rarely falls and is quickly melted away in the warm mountain sun, the total snow fall of about three or four inches never inconveniences, but is rather enjoyed as an unusual occurrence.

With these combined advantages, Asheville's geographical situation is such as to make the distance of necessary travel comparatively short from any point this side of the Rocky mountains, if we wish to obtain even one or two of the desirable features of a winter climate for pulmonary invalids; while to obtain all obtainable in Asheville and equally free from disadvantages, the locality, in the United States, remains still to be found. The comforts of travel are as good as can be found elsewhere, and from New York and Cincinnati through sleepers reach Asheville daily.

Asheville has in recent years made much progress in paved

streets, electric cars, extending throughout the city and to various suburbs, also in electric lighting, sewerage, and sanitation, and offers now every advantage of larger cities, without the crowding, smoke, and noise.

The hotel and boarding house accommodations are unsurpassed in any resort, and, through wholesome competition, we have in the Battery Park hotel and the Kenilworth inn, two hostleries which compare favorably with the best in the country. A number of other good hotels and all grades of boarding houses furnish accommodations to suit the wants and purses of all.

To better protect the visitors and the people of Asheville, an expectation ordinance has recently been passed by the city, forbidding expectation of any sort upon public side-walks, and in public buildings and hotels; hotel proprietors and janitors of public buildings are required to provide cuspidors and care for them under the direction of the local health board.

While expectation into the open street is still permitted, the latter will frequently be sprinkled, and will be thus kept free from dust and the street sweeping will be done at night.

Other measures for disinfection of rooms of hotels and boarding houses, and for control of a pure milk supply are contemplated, and will no doubt go into effect before many months, the local medical profession being thoroughly in earnest to make Asheville ideal, in its sanitary features, as fast as public sentiment will permit, a matter which must meet the approval of the profession of the entire country.

To those who themselves are personally strangers to Asheville it may be of interest to know that there are no periods of rainy season, or of specially inclement weather in this locality for any period of the year. The average annual rainfall of about forty inches is uniformly distributed through the twelve months; the mean amount of rainfall for all months, both for summer and winter, is a fraction over three inches.

Patients can be sent to Asheville at any time. The days from October to January represent almost a continuous Indian summer, with nights growing colder until, in January and February, when the day temperature is also materially influenced, after which spring time approaches and vegetation again becomes active.

But even in January and February out-of-door life between the hours of sunrise and sunset is not interfered with, excepting, of course, on the occasional cloudy and rainy days, unless with pa-

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tients extremely emaciated and exhausted, and such cases if sent at all, should not be recommended to go to Asheville, during January, February, and the early part of March.

As compared with more southern localities where the temperature averages higher, Asheville has the advantage, that the hotels and boarding houses, as well as most other dwellings are more substantially built, are better protected against colder spells of weather, and are provided with heating apparatus to meet any temporary lower temperature, all of which may be seriously missed for short periods in any southern resort where occasional cold weather also prevails, and where many invalids have met with serious relapses for the want of proper facilities for heating.

On the other hand, the western and more northerly located resorts, with the exception of the Pacific Coast, present us temperature conditions so severe that, though it might be safe, we cannot persuade patients to be out of doors any considerable portion of the day; there is nothing to invite them out, they are afraid of taking cold because it is cold, and the great majority of such invalids are, indeed, too thin in their adipose tissue, and too anæmic, not to suffer from extremely cold weather. They, therefore, remain indoors, often in badly ventilated rooms and their climatic treatment becomes thus an absolute failure.

For the best results from climatic treatment, it is, however, necessary that the patient should be fully and constantly instructed how best to obtain its benefits, and to the end that no mishap shall intervene on account of indiscretion or ignorance, against which, no climate, however favorable, can entirely protect, and it is equally necessary that the advantages sought shall be employed at a period when the organism is still comparatively resistant, and capable of responding to the more favorable environment and change.

At such time patients can also obtain a great deal of enjoyment and pleasure in common with the tourists, when visiting this so called "Land of the Sky," in the many pretty and interesting drives through varying scenes of mountains and valleys, over good roads and with cheap livery. There is probably no resort in the country where the livery rates are so low as they are in Asheville.

The now finished vast and beautiful Vanderbilt Estate is also open to visitors on several days of each week, and forms an additional attraction to the many others at hand.

New Books.

An epitome of pedagogy as applied to music is given in *A Handbook of Music*, by John W. Tufts. The fundamental principles of child-nature, in their application to music, are developed more completely and simply than ever before. The book embodies the results of the years of experience of the author as a composer and teacher of music and musical theory. He has drawn his illustrations from an abundance of the highest class of music. The *Handbook* is intended to serve as a guide and standard for the teaching of music in public schools, and will be of great value to both special teachers of music and regular teachers who are giving instruction in music in connection with their grade work. From a musical standpoint the book is a most remarkable one. The author analyzes, exercise by exercise, song by song, the different books of the Normal Music Course and The Cecilian Series of Study and Song, pointing out the specific problems to be solved in each one and showing how each contributes to the full solution of that fundamental principle which is being developed. The author has also made the book a mine of information concerning many questions, of greater or less importance, on which the teacher needs reliable information, couched in non-technical language. The titles of some of the sections will indicate the range of these topics—"Vocalization," "Songs without Words," "Characteristics of Keys," "The Cadence," "English and German Pitch Names," etc. Many interesting facts concerning famous composers are also given in connection with comments on the selections from their works which appear in the various books treated. The *Handbook* will be of service and

value to all teachers who wish to bring their work in music up to a level with the work done in other branches. (Silver, Burdett & Co., Boston, 308 pp., cloth, \$1.50.)

Virginia is a grand state with a great history behind her and a great future before her; any one might be pardoned for being proud of having it for a native state. The history of this Mother of Presidents has been written for the schools and home by Dabney Herndon Maury who has given it the title of *A Young People's History of Virginia and Virginians*. The object in writing it was to make known the history in order to awaken a higher appreciation of the intelligence, courage, and patriotism of the forefathers; also to countervail "the false impressions made by so many histories which have been, and are even now, used in our schools, as to the motives which inspired the conduct of their fathers in the events leading up to and culminating in the great struggle of 1861-'65." It will pay any student of our history to read this book. We in the North willingly concede Virginia her share in shaping our past; there is well-nigh as much admiration for Virginia and Virginians in New York as on the soil of the Old Dominion. This detailed history will therefore be a very acceptable contribution to the growing list of books dealing with American events. The book has many half-tone and other illustrations, questions for review, documents relating especially to Virginia, etc. (B. F. Johnson Publishing Co., Richmond, Va.)

An essay on *Interior Decoration of School-Houses*, by Walter Gilman Page, artist, member of the Boston school committee, read before the American Institute of Instruction at Bethlehem, N. H., has been published as a pamphlet. It contains suggestions for the tinting of school-room walls, and lists of photographs, casts, etc.; adapted for school-room decoration, and as aids to the study of drawing, history, geography, natural history, etc.; where they can be obtained, what they cost, size, and other information. (Walter Gilman Page, 90 Westland avenue, Boston, Mass. 25 cents.)

Warne's Library of Natural History having disposed of the higher forms of life in the previous numbers, in the 32d, 33d, and 34th numbers describes some of the most interesting of the lower inhabitants of the land and sea. The 32d number continues the lepidoptera with the moths; then follow the coleoptera—the beetles; neuroptera—the caddis flies, dragon flies; orthoptera—the dragon flies, May flies, stick and leaf insects, etc., with colored plates of butterflies and mimicry in insects. The 33d number concludes the insects, and the 34th commences the last section of the work—the molusca and protozoa. (Frederick Warne & Co., 3 Cooper Union, New York.)

A handsome little catalogue illustrated in color has been issued by the Boston School Supply Co., 15 Bromfield street, Boston. Among the books are natural history readers, information readers, historical readers, song books, educational wall maps, etc. *The Easy Primer*, just published, may be mentioned especially. This firm will also furnish a valuable list of imported books.

Growth of the Tourist System.

The Pennsylvania Railroad Company through its personally-conducted tourist system and the unexcelled standard of high service has won an enviable record for itself. These tours have grown to be thoroughly appreciated in this age of luxurious travel, and the series announced for the season of '96 and '97 admirably illustrates the progress of the times.

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A series of short tours to Washington from New York, Philadelphia, and adjacent points will be run on December 29, 1896, January 21, February 11, March 11, April 1 and 22, and May 13, 1897.

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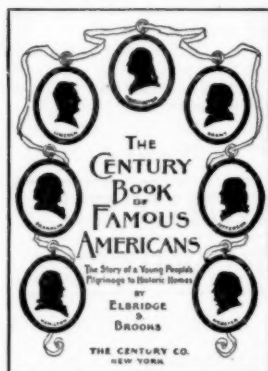
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A show of elegant and artistic articles in dress goods and materials as must surely bewilder the most hardened of shoppers is now to be seen at Arnold, Constable & Co.'s, at the corner of Broadway and Nineteenth street.

In the silk department there is so much worthy of notice that it seems almost impossible to select special samples of the wealth of beauty which has been imported recently.

Satin duchesse, with gold or silver tinsel, in graceful and elegant patterns, specially adapted for dinner and reception dresses, while for street costumes the peau de soie material, with colorings of the new blue new green and lavender, will be much admired.

There are some particularly striking moire antiques in water silks, handsomely brocaded in all the new tints, while a striking exhibit is the white moire antique with flower designs in satin effects, suitable for bridal costumes. This magnificent material is in grades from \$2.50 to \$10 a yard.

A full line of moire velours in tints with gold and silver threads for evening wear is sure to command attention, while some very pretty designs in white grounds with small colored pompadour figures, very well adapted for bridesmaid's dresses, are likely to be popular.

Among the velvet materials there are many novelties, most noticeable of which is perhaps the frieze velvet on chameleon ground of taffeta silk. This is an absolute innovation. White velvet figures on a light colored brocaded groundwork is also new. Very pretty thing is the brocaded velvet with mottled spots on a colored ground, and the velvet on a glace taffeta in all colors. Plain velvets are likely to be very much in vogue, and some gorgeous samples of Scotch plaids will be very popular for waists and sleeves or trimmings.

In dress goods the drap d'ete, in all colors, both dark and light, is an important and attractive novelty.

An Important Office.

To properly fill its office and functions, it is important that the blood be pure. When it is in such a condition, the body is almost certain to be healthy. A complaint at this time is catarrh in some of its various forms. A slight cold develops the disease in the head. Droppings of corruption passing into the lungs bring on consumption. The only way to cure this disease is to purify the blood. The most obstinate cases of catarrh yield to the medicinal powers of Hood's Sarsaparilla.

Interesting Notes.

One can pick up lots of interesting little bits of information if he keeps his eyes and ears open. *The Montreal Gazette*, the oldest and one of the most influential papers in Canada, was established by Benjamin Franklin, although I have not been able to find a reference to the fact in any of his biographies. During the Revolutionary war Ethan Allen and a battalion of his "Green Mountain" boys attacked Montreal, but were defeated and made prisoners by Governor-General Carleton. Montgomery came later, captured the city, took possession of the government houses in the name of the Continental Congress. Then Benjamin Franklin came north, as a sort of informal ambassador, and endeavored to

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persuade the Canadians to join New England and the other colonies in the revolution. Among other measures used by him to influence public opinion was the establishment of a newspaper, called *The Gazette*, which still remains as a memorial of the incident, and it is now the most uncompromising of loyalists.—*Chicago Record*.

L. B. Grandy, M. D., Demonstrator of Anatomy and Microscopy, Southern Medical College, Atlanta, Ga., says:—"Antikamnia has given me the most happy results in the headaches and other disagreeable head symptoms that have accompanied the late catarrhal troubles prevailing in this section. In my practice it is now the remedy for headache and neuralgia, some cases yielding to it which had heretofore resisted everything else except morphine. I usually begin with ten-grain dose, and then give five grains every fifteen minutes until relief is obtained. A refreshing sleep is often reproduced. There seem to be no disagreeable after-effects."

A Modern Water-Clock.

A water-clock has been devised by a Chicago inventor. It is operated by water power, and the man who designed it says that it will tell the time as well as any other machine, besides having the charm of novelty, which is so much admired in these days.

It is a small circular box, partitioned in several compartments, and is suspended by two strings to an ordinary wooden frame, or backed by a wood panel. The hours are indicated along one side of the frame.

The interior divisions are similar to those of a water-wheel, and in each, at alternate ends of the divisions, is a very small hole. Water is sealed in one compartment, and is uppermost when the drum is at the top of the panel. It slowly trickles into the next compartment below it in front, and on account of the leverage exerted by its weight

the drum gradually revolves downward. It is rewound to the top when another journey is necessary. The time can be told by the position of the indicator on the uprights.—*Chicago Times-Herald*.

The force of Drake's splendid lines at the opening of his poem, "The American Flag," was never before so strongly appreciated by the writer as after gazing on the picture entitled, "Our Heaven Born Banner," copyrighted by E. O. McCormick, passenger traffic manager of the "Big Four Route," Cincinnati, Ohio. This shows a Continental soldier with gun and bayonet standing on a rock looking across the water to the mountain and the sky where the clouds show horizontal streaks of red and white. A rift in one side shows "Heavens own Blue" dotted with stars. The suggestion of a flag is not too apparent, to detract from the naturalness of the scene. The picture appeals to the poetical imagination as well as to the patriotism of Americans. Mr. McCormick is doing a good work in circulating this picture.

A Good Child

is usually healthy, and both conditions are developed by use of proper food. The Gail Borden Eagle Brand Condensed milk is the best infant's food; so easily prepared that improper feeding is inexcusable and unnecessary.

The most simple and safe remedy for a cough or throat trouble is *Brown's Bronchial Troches*. They possess real merit.

An important educational effect is produced by surrounding the children in the school with objects of beauty. Decoration of the school-room has become a recognized duty. Pictures, casts, bright flowers, and tinted walls are all means to the accomplishment of the great end of education. Such pictures may aid also in the illustration of geography, history, and literature. J. L. Hammett Company, 352 Washington street, Boston, can furnish a great variety of gelatin photographs, including those of such historical and geographical objects as The Coliseum, The Roman Forum, St. Peters at Rome, Tower of London, a mountain, a glacier, 26x35 inches and elegantly framed. They also have helps in teaching arithmetic, language, nature work, besides kindergarten material, school stationery, blackboards, wall maps, etc., information about all of which will be gladly given.

The principal business of the school is to secure the moral and intellectual advancement of the pupils, yet it is an old saying that "all work and no play makes Jack a dull boy." Some time should be set apart for amusement,—readings, speaking of pieces, dialogues, etc. The educational effect of this is not small either. Teachers who are looking for material should send for the catalogue of Dick & Fitzgerald, N. Y. They will find in it all sorts of speakers and books of recitations.

One who owns a fine book does not want its exterior worn and soiled; neither does he want to put on it a hideous cloth or paper cover. The Holden Book Cover Company, of Springfield, Mass., have solved the problem by providing covers with handsome poster designs; these increase the beauty of a book with ordinary binding, while they rival the gorgeous covers of fine art books. They are made in various sizes.

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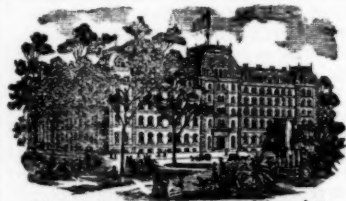
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